



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gynradd Cerrigydrudion
Ffordd yr Alwen
Cerrigydrudion
Corwen
Conwy
LL21 9SW**

Date of inspection: April 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gynradd Cerrigydrudion is situated on the outskirts of the village of Cerrigydrudion in Conwy. Pupils come from the village itself as well as the wide rural area around it. It provides education for pupil aged between 3 and 11 years. There are 87 pupils on roll, including 12 nursery-age pupils. It has four mixed-age classes. Welsh is the main medium of life and work at the school.

The school admits pupils part-time in the September following their third birthday and full-time in the September following their fourth birthday. About 80% of pupils come from Welsh-speaking homes. Very few pupils are from ethnic minority or mixed backgrounds.

Very few pupils are eligible for free school meals. Twenty-five per cent of pupils are on the school's additional learning needs register. There are no pupils who have a statement of special educational needs.

The school was last inspected in May 2010. The headteacher has been in post since September 2012.

The individual school budget per pupil for Ysgol Gynradd Cerrigydrudion in 2015-2016 is £4,318. The maximum per pupil in primary schools in Conwy is £9,616 and the minimum is £3,227. Ysgol Gynradd Cerrigydrudion is in 24th place of the 57 primary schools in Conwy in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils' Welsh oral skills are sound and they choose to use the language to socialise at play times as well as in their lessons
- Pupils apply their literacy skills effectively across the curriculum
- Nearly all pupils behave very well and show positive attitudes to their work
- Teachers provide a rich range of interesting learning experiences that stimulate most pupils' interest effectively
- There is a good working relationship between staff and pupils in all classes, which creates an inclusive and homely ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring high standards and pupils' good wellbeing
- The headteacher has conveyed that vision successfully to staff, parents and governors
- Staff co-operate effectively as a team to provide stimulating learning opportunities for pupils
- The governing body is well-informed and supportive, and it holds the school to account effectively for its performance
- The school has developed robust self-evaluation procedures that ensure a correct understanding of its strengths and areas that it needs to improve
- The school development plan includes detailed strategies for addressing what needs to be achieved in relation to raising standards
- There are successful partnerships with parents, the local community and other organisations

Recommendations

- R1 Improve pupils' reading and spelling skills in English in key stage 2
- R2 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Ensure that teachers provide a regular challenge for pupils of higher ability
- R4 Ensure that the best assessment for learning practices are implemented consistently
- R5 Ensure appropriate opportunities for members of the senior management team to familiarise themselves with and develop their leadership roles further

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most pupils have basic skills that are appropriate to their age. Most pupils make sound progress in their learning and achieve well.

Many pupils' oral skills in the Foundation Phase are very good. They listen attentively and communicate clearly in Welsh. By the end of the phase, they converse confidently about their work and experiences and use polished and accurate language. Most pupils in key stage 2 communicate clearly and confidently and are keen to offer answers or comments when they talk about their work in both languages. Most pupils have natural and rich language in Welsh. They show pride in the Welsh language and choose to use the language to socialise at play times as well as in their lessons. At the top end of the school, most attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Nearly all pupils in the Foundation Phase make good progress when learning to read. Most of them enjoy reading aloud and do so increasingly confidently. By Year 2, many read with accuracy, fluency, expression and intonation. Most are able to discuss their favourite books and characters confidently. Most pupils in key stage 2 read in line with their age and ability in both languages. They read aloud in Welsh with accuracy and fluency and use appropriate strategies in order to establish meaning. They use their reading skills well to glean information, for example to support their work on the function of various parts of the body. The majority read increasingly accurately and meaningfully in English. However, a minority have difficulty dealing with unfamiliar words. At the top end of the school, many pupils apply their reading skills in English effectively, for example when researching various habitats.

Most pupils in the reception class write an increasing range of simple sentences independently and spell correctly and punctuate purposefully. By the end of the Foundation Phase, most make significant progress in their proficiency to use their wide vocabulary and rich language to write various extended pieces across the curriculum. They use adjectives, similes and idioms confidently to enrich the work. Most pupils in key stage 2 write intelligently for various purposes in both languages, and demonstrate a sound awareness of the various written forms. Most of them choose interesting vocabulary in Welsh and spell, punctuate and paragraph correctly. However, the standards of a minority of pupils in spelling are inconsistent. At the top end of the school, most pupils write extended pieces of a good standard for various purposes and audiences; for example, following a visit to Coleg y Bala or when writing a letter of complaint to the First Minister of Wales. Across the school, most pupils' presentation of work is neat.

Most pupils' numeracy skills in the Foundation Phase are developing well. By the end of the phase, they demonstrate a firm grasp of number facts and use the

information skilfully to solve problems. Most pupils are able to use standard units to measure and weigh accurately. They use their data-handling skills purposefully, for example to create a graph about Christmas decorations. Many pupils' mathematical reasoning work is developing well and most use money confidently, for example in the gardening shop. In key stage 2, most pupils have a sound understanding of number strategies. At the top end of the school, most are confident in using a wide range of methods to calculate mentally, on paper and by using a calculator, to solve problems, for example when comparing prices of animals in two markets. They handle and analyse data confidently to create graphs, for example when investigating the effect of physical exercise on the heartbeat. However, although most pupils' mathematical skills are sound, they do not transfer them regularly enough to other areas across the curriculum.

Most pupils who have additional learning needs make good progress in relation to targets in their individual education plan. The few pupils who are eligible for free school meals make sound progress in line with their ability. At times, pupils of higher ability do not achieve as well as they could.

Over recent years, there has been a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome has tended to place the school in the lower 50% in comparison with similar schools. At the higher outcome, pupils' performance in literacy and mathematical development has tended to place the school in the upper 50% in comparison with similar schools.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in English and Welsh has varied greatly and there is no overall pattern. Pupils' performance in mathematics and science has placed the school mostly in the top 25% over the last four years. At the higher level, pupils' performance varies greatly and there is no overall pattern.

There is no notable pattern of difference between boys' and girls' performance at the expected outcomes/levels. In general, girls do better than boys at the higher outcomes/levels.

Wellbeing: Good

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve well in their personal and social development.

Nearly all pupils' behaviour is very good and they are courteous and welcoming towards visitors. Pupils are very caring of each other and show respect for each other in lessons and at play times. Nearly all show positive attitudes towards their work, concentrate well in lessons and work diligently for extended periods. However, pupils' skills of improving their own learning are only just beginning to develop and key stage 2 pupils' ability to lead their own learning is inconsistent.

The school respects pupils' views and voice. Members of the school council have a positive influence on the school's work through various initiatives, for example when holding a weekly 'still going strong' club to promote pupils' fitness. The council has arranged for a collection of Welsh music to be played during the breakfast club to foster pupils' awareness of Welsh musicians and music. Members arrange regular activities to raise money for a number of charities and this has a positive effect on their awareness of the needs of others. Pupils contribute extensively in the community and often take a prominent part in local social events.

Pupils' attendance rates have placed the school among the top 25% of similar schools over the last four years. Nearly all pupils arrive at school punctually.

Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a rich range of interesting learning experiences which stimulate most pupils' interest successfully. Teachers provide suitable and detailed schemes of work which deliver the principles of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education well. Teachers in the Foundation Phase provide stimulating experiences in the outdoor area, which stimulates pupils' enthusiasm well and fosters their physical skills purposefully. The wide variety of extra-curricular activities that are provided, for example sports and cookery, along with contributions by members of the community to class activities, enrich the curriculum and learning experiences successfully.

The school has ensured that the Literacy and Numeracy Framework has been planned and woven reasonably effectively into its schemes of work. This provides beneficial opportunities to develop pupils' literacy skills across the school in both key stages. However, planning does not provide regular enough opportunities for pupils to apply their numeracy skills across the curriculum. Provision for developing pupils' information and communication technology (ICT) skills is effective.

The school's curriculum promotes pupils' understanding of the language and culture of Wales very robustly. Good use is made of visitors to promote pupils' awareness of their heritage and local and Welsh traditions, for example by emulating the work of Welsh artists when studying local places of worship. Effective use is made of visits, for example to the Alwen and Brenig Centre and Urdd centres, to enrich experiences. This has a positive effect on pupils' achievements and standards.

The school provides good experiences that promote pupils' awareness of sustainability issues effectively. The school provides beneficial opportunities to raise pupils' awareness of global citizenship, for example through promoting Fair Trade activities and raising considerable amounts of money for the Nepal emergency.

Teaching: Good

Teachers have good subject knowledge and lead effective and interesting learning sessions that motivate pupils to learn. There is a very effective working relationship between adults and pupils, which fosters a successful learning atmosphere. All staff

take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. In most classrooms, where teaching is at its best, teachers link their lessons clearly to previous learning and use a range of methods skilfully. They explain new concepts clearly, ensure a good pace to the sessions and question pupils effectively in a way that encourages them to give extended answers. In the very few examples where teaching is less effective, over-direction by teachers limits pupils' ability to be independent learners. As a result, there is not always enough of a challenge to ensure that higher ability pupils make full progress.

Teachers ensure that pupils are aware of the lesson's learning aims and they provide them with valuable feedback in a timely manner. Pupils' work is marked regularly and teachers' comments provide clear guidance on how to improve the work. However, the best assessment for learning practices are not implemented consistently enough across the school. Opportunities that are given to key stage 2 pupils to reflect on their work and that of their peers are inconsistent.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively in order to arrange additional support for specific pupils, which contributes well to improving standards, for example, pupils' reading skills. Parents receive good information about their children's progress and annual reports meet requirements.

Care, support and guidance: Good

The school operates as an orderly and caring community that promotes the importance of pupils' wellbeing very robustly. Teachers provide good opportunities for pupils to reflect upon and develop their spiritual, moral, social and cultural attitudes through school assemblies and activities in the community. The school makes appropriate arrangements for promoting eating and drinking healthily. The advantages of living healthily are promoted effectively across the curriculum; for example, regular opportunities are provided for pupils to develop their literacy skills effectively in physical activities. This raises pupils' confidence to discuss the purpose of what they do in physical exercise and games classes for their fitness. In addition, extra-curricular activities such as the cookery club also promote skills of preparing healthy food successfully.

Effective use is made of specialist agencies which include the police, the school nurse, speech and language therapists and educational psychologists in order to ensure that pupils receive appropriate help and support in important areas. A good example of this is regular visits from the police to promote pupils' awareness of keeping safe. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is effective. Procedures are thorough and enable staff to identify pupils' needs at an early stage, and provide purposeful support for them. The individual education plans that are provided are detailed and include clear targets. Parents receive good information about their child's progress and they are included fully in the process of creating and evaluating plans.

Learning environment: Good

The school is a happy community and has a homely and inclusive ethos. All pupils have full access to the curriculum. Clear policies and procedures ensure equal opportunities for all and promote equality and social diversity effectively. The school promotes co-operation, care and respect between adults and children and between children and each other successfully. As a result, pupils take pride in the happy and supportive community that exists.

The school is situated on a pleasant site and the building is of high quality. The building provides plenty of room, and purposeful use is made of every part of it, including parts of the communal areas and the outdoor resources. Teachers make effective use of the various outdoor areas to encourage pupils to stay healthy and appreciate the environment around them. Staff have created an attractive learning environment and there are displays in every part of the school that celebrate the pupils' work purposefully. There is an extensive supply of resources to deliver lessons and activities across the curriculum. The school's building and grounds are safe and are well-maintained.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher's purposeful leadership has a positive effect on developing the school. Her vision is based on ensuring pupils' high standards and good wellbeing. She shares the vision effectively with staff, parents and governors. Recent arrangements to develop the senior management team's leadership role focus on raising standards of work and strengthening provision. However, they have not had enough time to become established and have a full effect on pupils' attainment.

Staff co-operate effectively as a team to provide stimulating learning opportunities for pupils. They have a strong commitment to developing and promoting sustainable improvements through positive co-operation. All staff succeed in creating a homely, close ethos that provides stimulating learning opportunities for pupils. The headteacher is effective in identifying individual teachers' competence and expertise and, as a result, she allocates responsibilities sensibly.

Leaders use staff meetings effectively to discuss planning, priorities and pupils' progress regularly. Thorough performance management arrangements contribute appropriately to improvements in teaching and learning and provide rich opportunities for staff's professional development.

Members of the governing body are very supportive of the school's work and are aware of their responsibilities. They have a clear understanding of the school's strengths and the areas that they need to improve. Their regular visits to classrooms help them to play an active role in monitoring and setting priorities for development. This enables them to hold the school to account successfully for their performance.

The school pays appropriate attention to national and local priorities such as developing literacy and numeracy strategies. A good example of this is the use of ICT to improve pupils' writing skills.

Improving quality: Good

The headteacher has developed robust self-evaluation procedures that use a wide range of direct evidence. This includes analysing performance data, observing lessons, scrutinising books and evaluative discussions with staff and governors about standards and provision. The headteacher ensures that she includes the voice of all stakeholders in the processes that lead to producing a self-evaluation report. The information that arises from these arrangements effectively to identify the school's strengths and the areas for improvement that need to be prioritised. The self-evaluation report is thorough and provides an accurate and honest picture of the school. The document highlights clearly the aspects that need specific attention in order to improve.

There is a close link between the outcomes of the self-evaluation procedures and the priorities in the school development plan. The plan is detailed, identifies relevant and attainable priorities and includes suitable success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, an implementation timetable, funding requirements, training opportunities and arrangements for monitoring progress. The development plan is monitored effectively by the headteacher and staff and this ensures that good progress is made against priorities. The plan's actions have already had a positive effect, for example on improving pupils' standards of writing in English.

Partnership working: Good

The school has a number of beneficial partnerships that expand and enrich pupils' experiences, and contribute well to raising their standards and supporting their wellbeing.

There is a very close relationship between the school and parents. Parents are very supportive of the school and contribute considerable sums of money every year to buying resources and equipment for the benefit of pupils. The headteacher's focus on promoting an open and co-operative culture ensures parents' strong commitment and support.

The school has a robust partnership with the local community. Pupils' visits to the community and the use of local individuals to enrich the curriculum make an important contribution to pupils' experiences. This also promotes pupils' sense of the importance of community and their pride in their local area. A good example of this is the increasingly close relationship between pupils and the elderly who have lunch regularly at the school. This provides valuable opportunities for them to talk and share experiences.

The school works successfully with a range of strategic partners, including local authority officers, pupil support specialists and external agencies. These partnerships have a positive effect on the development of pupils' wellbeing and attainment.

There is a good relationship with the pre-school group that meets on the school's grounds. As a result, pupils who attend the nursery class in the morning have lunch at the school and are allowed to attend the group in the afternoon. Robust links and effective transfer arrangements exist with the secondary school and a variety of successful transition activities are arranged for pupils.

The school co-operates purposefully with schools in the catchment area to moderate pupils' work in the core subjects. This co-operation helps teachers to understand better the expected standards at the end of key stages.

Resource management: Good

The school manages its resources effectively to support and improve learning. It has an appropriate number of qualified teachers and assistants who co-operate well to deliver the interesting curriculum. They receive regular support through robust professional development arrangements that have a successful influence on the quality of teaching and pupils' achievement.

The school co-operates successfully with other schools to share experiences and good practice. This improves provision and raises standards. Arrangements for planning, preparation and assessment are appropriate, and offer useful opportunities for teachers to co-operate.

The good range of polished resources is managed effectively and the Foundation Phase benefits greatly from the stimulating outdoor area. The school has established a safe and attractive site that expands pupils' experiences well.

The headteacher, with the support of governors and guidance from the local authority, monitors and manages funds carefully and ensures that there is a close link to the priorities in the school development plan. The use that is made of the Pupil Deprivation Grant has a positive effect on the standards of the few pupils who are eligible for free school meals. A good example is the way in which the school uses ICT in order to improve these pupils' literacy and numeracy skills.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6622123 - Ysgol Cerrigydrudion

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	2.2
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	11	10	8	11
Achieving the Foundation Phase indicator (FPI) (%)	81.8	80.0	75.0	81.8
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	11	10	6	11
Achieving outcome 5+ (%)	90.9	90.0	100.0	81.8
Benchmark quartile	3	3	1	4
Achieving outcome 6+ (%)	54.5	40.0	50.0	27.3
Benchmark quartile	1	2	1	3
Mathematical development (MDT)				
Number of pupils in cohort	11	10	8	11
Achieving outcome 5+ (%)	90.9	90.0	87.5	81.8
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	36.4	30.0	12.5	45.5
Benchmark quartile	2	3	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	11	10	8	11
Achieving outcome 5+ (%)	90.9	90.0	100.0	81.8
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	36.4	50.0	50.0	63.6
Benchmark quartile	3	3	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6622123 - Ysgol Cerrigydrudion

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	2.2
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	10	9	6	14
Achieving the core subject indicator (CSI) (%)	100.0	88.9	100.0	71.4
Benchmark quartile	1	3	1	4
English				
Number of pupils in cohort	10	9	6	14
Achieving level 4+ (%)	90.0	77.8	100.0	71.4
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	9	9	5	13
Achieving level 4+ (%)	100.0	88.9	100.0	84.6
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	*	*	*	69.2
Benchmark quartile	*	*	*	1
Mathematics				
Number of pupils in cohort	10	9	6	14
Achieving level 4+ (%)	100.0	100.0	100.0	71.4
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	*	*	*	35.7
Benchmark quartile	*	*	*	4
Science				
Number of pupils in cohort	10	9	6	14
Achieving level 4+ (%)	100.0	100.0	100.0	78.6
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	60.0	55.6	*	*
Benchmark quartile	1	2	*	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	41		39 95%	2 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	40		37 92%	3 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	41		40 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	41		39 95%	2 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	41		39 95%	2 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	40		36 90%	4 10%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	41		40 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	41		39 95%	2 5%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	41		34 83%	7 17%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	41		40 98%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	39		19 49%	20 51%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	40		33 82%	7 18%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	50	31 62%	18 36%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	50	38 76%	12 24%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	50	36 72%	14 28%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	45	26 58%	18 40%	1 2%	0 0%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	47	22 47%	24 51%	1 2%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	49	26 53%	23 47%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	30 61%	19 39%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	15 38%	19 49%	4 10%	1 3%	10	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	48	28 58%	19 40%	1 2%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	48	30 62%	17 35%	1 2%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	49	29 59%	20 41%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	16 46%	16 46%	3 9%	0 0%	13	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	48	15 31%	26 54%	6 12%	1 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	49	26 53%	21 43%	2 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	40	14 35%	22 55%	4 10%	0 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	46	25 54%	21 46%	0 0%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	12 41%	17 59%	0 0%	0 0%	19	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	50	28 56%	19 38%	2 4%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	49	32 65%	17 35%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Jeremy George Turner	Lay Inspector
Steffan Griffiths	Peer Inspector
Eirlys Edwards	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.